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ABSTRACT

In 1970, three studies were conducted for the Children's Television Workshop in the ghetto areas of Bedford Stuyvesant and East Harlem in New York City and Washington, D.C. The Bedford Stuyvesant study was designed to establish a reliable reading on the penetration of Sesame Street in low income areas and to determine whether or not the program was achieving its prime objective of servicing preschool, ghetto children. The results left no question that Sesame Street had achieved this goal. The East Harlem study, based on a smaller sample, was undertaken to see to what extent the program was equally successful with Puerto Rican children. Penetration of Sesame Street in East Harlem was 78%, compared to 91% in Bedford Stuyvesant. In both New York communities, penetration and a high level of daily viewing were aided by the availability of the program on more than one channel and numerous daily showings. In Washington, D.C., the results further testified to the extraordinary performance of Sesame Street but also indicated how viewing is limited when the program is available only on one UHF channel. (Author/PF)

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A REPORT OF THREE STUDIES ON THE ROLE AND PENETRATION OF SESAME STREET IN GHETTO COMMUNITIES

(BEDFORD STUYVESANT, EAST HARLEM, AND WASHINGTON, D.C.)

Conducted for:

Children's Television Workshop

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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April 1970

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IR003 437

DANIEL YANKELOVICH INCORPORATED

THE OVERVIEW

Included in this report are three memoranda covering the studies undertaken for the Children's Television Workshop in the ghetto areas of Bedford Stuyvesant and East Harlem in New York City, and in the nation's capitol, Washington, D. C.

Each of the three studies had a somewhat different purpose:

Bedford Stuyvesant was designed to establish a definitive and reliable reading on the penetration of Sesame Street in low income areas and to determine whether or not the program was achieving its prime objective of servicing underpriviledged ghetto children.

The results, indicated in detail in the memorandum covering this study, left no question that Sesame Street has indeed achieved this goal.

The East Harlem study, based on a modest sample, was undertaken to see to what extent the program was equally successful with Puerto Rican children, where language presented a unique situation. Penetration of Sesame Street in East Harlem was 78

percent*, compared to 91 percent* in Bedford Stuyvesant, testifying to the success of the program in reaching this sector of the ghettc population.

While both the Bedford Stuyvesant and East Harlem mothers warmly welcomed the educational aspects of Sesame Street, the responses of the East Harlem mothers indicated that the program plays a special role in homes in which English is not the prime language.

In both New York ghetto communities, penetration as well as the high degree of daily, and often more than once a day, viewing is aided by the availability of the program on more than one channel, including a regular commercial channel (WPIX), and its numerous daily showings.

In Washington, D. C., the results further testified to the extraordinary performance of Sesame Street -- but also indicated how results similar to New York could not be duplicated when the program is only available on one UHF channel.

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*Aided Recall

BEDFORD STUYVESANT

DANIEL YANKELOVICH INC.

March, 1970

MEMORANDUM

TO: Robert Hatch, Children's Television Workshop

FROM: Daniel Yankelovich, Inc.

SUBJECT: Survey Results on Viewing of Sesame Street by Pre-School Aged Children in Bedford Stuyvesant

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This is to report to you on the extremely encouraging and outstanding results for "Sesame Street", which we found in our recent study, conducted among ghetto households in the Bedford-Stuyvesant area of Brooklyn, New York.

Indeed, the results are so outstanding that we feel it is important to first state the methodology, sampling methods, field interviewing procedures, and validation techniques used to guarantee that these results are completely reliable and projectible.

1. Qualifications of Respondents: In order to qualify for the interview, a respondent had to have either children between the ages of 2 to 5 who were neither in day care or nursery schools during the day, or to care for other children of this same age group on a regular (five day a week) basis. All interviewing was done during the daytime to guarantee that the mothers or babysitters were at home during these hours and could speak from first hand knowledge.

The second qualification was that there had to be at least one television set in working order in the household.

2. The Sampling Procedures: The sample was designed to insure maximum representation of the entire Bedford-Stuyvesant area, and minimize any bias due to either the clustering of the interviews or possible interest generated by the appearance of the interviewers in the area. A total of 40 sampling points were used. In each sampling point, an interviewer was given a starting point, and a route to follow. When it was necessary for the interviewer to return to the sample point for a second day to complete her assignment, she was given a second starting point and routing. Listing sheets were kept to account for not at home, ineligibles, and refusals.

In order to obtain the 500 completed interviews, a total of 1676 households were contacted. The results broke down as follows:

Total Contacts	1676
Completed Interviews	502
Eligible respondents - refused to be interviewed, language problems, etc.	42
Ineligible respondents	1132
No child 2 to 5	1037
Eligible on child 2 to 5 qualification/no working television set	22
Refusals/before eligibility could be ascertained	73

Both the recovery rate and the low incidence of refusal, we believe, are exceptionally good.

3. Field Interviewing: All interviewing was conducted by black interviewers living within or immediately adjacent to the Bedford-Stuyvesant area. No one interviewer was assigned more than two sampling points. Almost all of the interviewers had had previous interviewing experience. Despite this, each interviewer assigned to the project was personally trained for this assignment.

4. Validation: Close to 100 percent validation was made of all completed interviews. Respondents were asked whether or not they had been interviewed, and the subject of the interview In addition, direct questions were asked about the viewing of Sesame Street and the demographic characteristics of the household.

Each of the completed interviews was also carefully read and checked by the project director as a final validity check.

Now for the findings:

THE RESULTS

Penetration

A total of 90 percent of the mothers and baby sitters indicated that the children 2 to 5 who are at home during the day watch the program "Sesame Street".

To obtain this information, two questions were asked:

1. Do (childrens' names) ever watch a daytime program on television called Sesame Street?
2. Let's make sure we're talking about the same program. Here's a picture with some of the characters they show on Sesame Street. Now do you recall whether the children (2 to 5) ever watch this program?

VIEWING OF SESAME STREET

	Unaided	Aided
	%	%
Yes	90	91
No	8	8
Not Sure	2	1

In plain numbers, we found that out of an audience of 611 potential viewers (the total number of children 2 to 5 at home in these households), Sesame Street has reached 550.

Frequency of Viewing

To determine the extent to which Sesame Street has gained frequent viewers, we asked first about the last time the program was watched.

WHEN SESAME STREET WAS LAST WATCHED

	Total %
Watch Sesame Street	90
Today	56
Yesterday	16
3 - 6 days ago	12
1 - 2 weeks ago	5
More than 2 weeks ago	-
Not sure	1

The second question dealt directly with frequency:

HOW OFTEN IS SESAME STREET WATCHED

	Total %
Watch Sesame Street	90
More than once a day	32
Once a day	36
4 - 5 times a week	5
2 - 3 times a week	6
Irregularly	6
Not sure	5

Using the most stringent criteria -- and by matching those watched either yesterday or today with those who said that the children viewed the program daily (more than once a day and once a day) -- we end up with a solid group of 60 percent of the children who can be counted as "regular" or daily viewers of the program.

A check with any of the major networks running programs such as Captain Kangaroo or Romper Room will testify to the smashing success of Sesame Street in winning regular viewers. The results in the ghetto area are, of course, particularly remarkable.

Channel Viewing

One further indication of the validity of both the penetration and frequency figures was the ready ability of the mothers and "sitters" to pinpoint exactly on which channel the children watched the program:

Without any assistance such as lists of available channels, the women's responses were as follows:

CHANNELS ON WHICH CHILDREN WATCH SESAME STREET*

Base: Watch Sesame Street

	Total
	%
WPIX (Channel 11)	69
WNDT (Channel 13)	38
UHF (Channel 31)	3
Not sure	12

*Adds to more than 100 percent, as some children watched on more than one channel.

While WNDT makes an impressive showing, it is apparent that the availability of the program on Channel 11 has helped Sesame Street immeasurably in reaching ghetto children.

While the adults are highly favorable towards the program, the real decision makers are the children themselves.

WHO TUNES IN THE PROGRAM

	Total
	%
Adult tunes it in	35
Child tunes it in	49
Child asks adult to tune it in	7
Depends	9

How Word About Sesame Street Gets Around

The most effective way for spreading work about television and reaching ghetto children is the use of the television medium itself.

There are valid indications, however, that the utilization program conducted by the Children's Television Workshop has produced results.

HOW SESAME STREET WAS FIRST HEARD ABOUT

	Total %
Advertised on television	42
Recommended by friend, relative	12
Recommended by teacher/school/church	10
Child heard about it from friend/relative	9
Saw literature	9
Older children told us about it	7
Read about it (TV guides, newspapers, etc.)	5
Other	3
Not sure	3

While only a relatively small percentage mentioned the older children in the household as the original source of information about the program, the results indicate that the in-school viewing of the program and the interest of the older children in Sesame Street has contributed greatly to its success in these households.

Among the households covered in the study, 44 percent indicated that there were also older children between the ages of 6 and 12 in the family.

Their interest was indicated in the responses to two questions:

The first: "Do the (children 6 - 12) ever watch Sesame Street when they come home from school?"

VIEWING OF SESAME STREET AFTER SCHOOL BY CHILDREN 6 - 12

Base: Children 6 - 12 in the Household

	Total
	%
Watch	75
Don't watch	20
Not sure	5

The children, 6 to 12 years of age, watch the program, and watch regularly.

FREQUENCY OF VIEWING BY OLDER CHILDREN

	Total %
Older Children (6 - 12) in Household	44
Ever Watch Sesame Street	33
Watch daily	19
Watch 3 - 4 times a week	8
Watch once a week	3
Watch less than once a week	3

The availability of the program in the New York area in the late afternoon as well as during the earlier morning hours has further helped to increase interest, participation and regular viewing of the program among the target ghetto viewers.

Response to the Program

For the full flavor of the feelings about the program and what it means to both the mothers and the small children living in Bedford-Stuyvesant, we have attached to this memorandum typical verbatim replies.

The following table summarizes the impact and meaning of these replies:

WHAT THE MOTHERS LIKE ABOUT SESAME STREET AS A PROGRAM FOR CHILDREN

	Total %
Educational Aspects	**93**
Like the way the program makes learning fun, encourages children to learn, helps them to learn many useful things	39
Teaches them to count, like musical approach to counting	21
Helps them to learn, teaches them the alphabet, ABC's	18
Prepares them for pre-kindergarten, kindergarten, like having a kindergarten in your own home	7
Teaches them to read, spell	3
Teaches them shapes	3
Teaches the children English, makes it easier to learn English	2
Provides Good Entertainment/Enjoyment	**18**
Right kind of entertainment for children	7
Songs	4
Puppets	2
Animals	2
Games	2
Stories	1
Helps the Mother	**3**
Keeps children busy, occupied	2
Helps mother teach children tasks	1
Shows Blacks and Whites Living Together	**2**
All Other	**2**

Black mothers living in underpriviledged areas recognize and welcome the constructive function, the meaning of the program, and its unique role.

The next table shows what the children themselves enjoy about the program.

WHAT THE CHILDREN LIKE ABOUT THE PROGRAM

(Based on remarks of the children 2 - 5)

	Total %
Learning Aspects	**60**
Like the numbers, counting	24
Like to sing along, like the songs	14
Like the letters, like learning ABC's	12
Like learning about the shapes, parts of the body, etc.	6
Helps me to talk English	2
All other learning aspects	2
Specific Characters	**35**
Big Bird	22
Oscar	4
Buddy	2
Jim	2
Wanda the Witch	2
Like the people	2
Susan	1
Program Specifics	**26**
Like the puppets	10
The games are fun	3
The cartoons	3
The stories, the man who tells the stories	3
The animals	2
The pictures	2
The dancing	1
All other program specifics mentions	2
Like Everything in the Program	**24**
All Other Mentions	**3**

CONCLUSIONS

1. In the Bedford-Stuyvesant area of Brooklyn, a typical low income ghetto area, Sesame Street has achieved outstanding success in reaching, interesting, and "educating" its target audience.

2. The marks of its success include:

   -- almost total saturation;

   -- regularity of viewing;

   -- recognition of the purpose and accomplishments of the program by the mothers, and full cooperation from them;

   -- response among the children, indicating that exposure to Sesame Street has produced both direct educational benefits and heightened interest in learning itself.

3. The most important component in the success of Sesame Street is the tone, approach, level, and actual techniques used in the program.

4. In the Bedford-Stuyvesant area, the program has also been helped in achieving its objectives as a result of:

   -- its availability on both educational and commercial channels;

   -- availability at different hours of the day;

   -- advertising of the program on television;

   -- use of the program in schools;

   -- the utilization program in the area.

Certainly, what the research in Bedford-Stuyvesant indicates is that if Sesame Street is given what in commercial circles would be considered modest support, the program is able, and indeed does, perform a fundamental and needed service if underpriviledged youngsters are to be given the kind of early help which will enable some of the present inequities in the educational system to be closed.

ADULTS' COMMENTS ON SESAME STREET

"It's educational and interesting to the child, and they learn from it. It's something that the children can relate to. She's learned the basic fundamentals of education."

"It's interesting and when they tell stories they actually act them out."

"It's pretty educational and the method of teaching is nice. He can count better and he learns different letters."

"It's very interesting. She learns to count and she gets a lot of ideas and learns a lot of new things."

"It's educational and interesting. I think they're learning."

"It's educational. They learn simple things and recognize the words."

"It teaches them. Randy learned how to spell his name. He learned how to count."

"It's good for children. It makes him learn how to say his ABC's."

"It teaches them words and the alphabet and numbers in a way that catches their attention. She tries to do and say the same things as the program says and does."

"The counting and the big bird telling the stories. She is definitely learning her numbers from the songs on the program."

"It learns them the numbers and the alphabets."

"Different objects and forms of things they are able to define and recognize. To recognize the shapes of things and classify the letters with the objects."

"He sings aloud with them and really learns."

"I think it's good because it teaches them how to count numbers in a simple manner. I don't know what they like, but they ask me to tune it in."

"It's just like they going to kindergarten -- more interesting."

"The alphabet somehow gets his interest and he really tries to learn it. I think he likes the puppets and he sings together with them."

"I think that if he had watched Sesame Street when he was 2 he'd be a genius. It's the most interesting and best program for children in years. I'd wish they'd put on something like that for first and second graders."

"It's the only program that holds their attention and they learn something."

"It's a very good program for young children. I think he likes the men with numbers."

"It's very educational and my children learn a lot from it. It's entertaining. Like how they go about the numbers and the alphabet."

"The way it teaches the children to count, sing and do many things for themself."

"They flash the numbers and letters and they repeat over and over; the kids catch on very fast."

"It teaches numbers and so on. It is a nice program with everything a child will like. He is learning to count."

"I like it because shows being together like one big family. The black and white being together -- and that means a lot. It helping him in his alphabet and counting."

"I like it because it's a head start for younger children. It helps her in her counting and numbers."

"I like the way they teach them to count, the way they teach the ABC's. I like the whole show, like when they show the animals. I think it is the best show for children on the air. He like the whole show. He's learned to count up to 10. He's learned to say the letters clearly."

"I think it is the greatest thing they have ever had on TV for children since I have been watching. They like the concepts, games and the stories they tell. Vanessa has learned to count, even by 10, and there is also a part in Sesame Street that teaches the child the letter the word began with."

"They try to reach the children themselves through their own levels. They have a unique way of reaching the children on their own level. They try to do what the parents are supposed to do through fun and games. You can't sit a 2 year old at a table and expect him to grasp things as an adult. So they put these things on a child's level."

"I like the way they repeat the program. I think the puppets they use bring more attention to what is being taught."

"The way they emphasize the numbers and alphabet. They have no commercials and it holds the childrens' attention."

"They have fun while they learn something."

"They learn a lot from it. They should have something like it for older children already in school, because they enjoy it though they know the lessons."

"It helps them get ahead for kindergarten."

"I dig it because it's a groove for kids."

"It's about time they put something that makes sense on for the children."

"It helps them advance faster. Diane learns her colors."

"It shows black and white working together."

"They make things simple yet interesting."

"Like the way they make teaching fun for kids, gets their interest. Even gives her homework which is a good habit to get her into."

"Child gets inquisitive and asks a lot of questions after he watches program."

"It's better than those shows where children just play games. They can learn something concrete from the show."

"It communicates with the child."

"It gives the child an opportunity to think for themselves. Buddy and Jim whatever they do the children can see they are not doing it right. Very good visual program."

"It's on a child's level. As a whole I think it's a very nice show. He has learned to count to 10 and tries to identify objects."

"I like the manner in which they present the program."

"I like it because it learns them a lot at home."

"They are quiet and pay attention to the numbers and letters."

"The character of each person is nice and gives the child someone to copy after."

"They've learned how to count and say their words."

CHILDREN'S COMMENTS ON SESAME STREET

"I like the Big Bird and Oscar."

"I like the Big Bird."

"I like the chicken."

"I like the Big Bird and the words."

"I like the bird."

"N - E - N"

"I like the number 3."

"I like the duck. He's funny."

"The ABC's." (which he then sang for interviewer)

"I like to count the numbers with them and sing the songs."

"Sesame Street. I like to sing the numbers."

"To sing with them. I learned all the numbers."

"I like the monsters and Buddy and June."

"About Jim and the other man -- the one who's always doing something wrong."

"I learned about cars and airplanes and feet."

"I learned about B. The B is a big man with a belt."

"I learned the alphabets."

"I learned the parts of the body."

"I learned the letter W."

"I learn the numbers."

"The fishing cookies."

"The songs they sing and the people."

"I like because of the numbers."

"I like it because they sing numbers."

"I like to learn the numbers. I like to say the numbers. I like to read a story. I like to listen to the story."

"I like the numbers. I like to listen to the stories."

"I like the bird and he is a big one. I like Oscar. I like the witch."

"I like Susan, Oscar and the bird."

"I like to count with James Jones."

"I like my ABC's and I learn them."

"The singing."

"I like the dummies."

"They have the big bird and the 2 silly men that always do something wrong and 4 fingers and counting backwards."

"I like the two boys Buddy and Jim and I like the puppets."

"The number games are fun."

"4, 8"

"I like Oscar in the garbage can."

"I like the big bird."

"Those puppets are dizzy."

"I like the chicken and I like the numbers."

"I like it when they say the numbers and counting."

"I like because of the animals and number 5."

"I like it because it's fun."

"I like when the man counts backwards."

"I like the cartoons most, then the puppets and the songs."

"I like the people on the program."

"Like the man who tells stories."

"When they sing that song and clap and the big bird and when they feed the animals."

"The black man is very funny telling the stories."

"The letter U."

"Gordon with the sideburns."

"Story telling time."

"The cups and saucers."

"I like the man in the garbage pail."

"The characters who dance and sing."

"I like the silly duck."

"About the frog that teaches you big and small."

"I like Oscar and the muppet puppets."

"I see the truck that was picking up dirt. The witch her hair flew all away."

"Susan, big bird, the children, Mr. Cooper that works in the store, Bob, the one that lives in the garbage can, the mailman, and 1,2,3."

EAST HARLEM

APRIL 1970

MEMORANDUM

TO: Children's Television Workshop

FROM: Daniel Yankelovich, Inc.

SUBJECT: Survey Results in East Harlem

This is to report the results of the study conducted for Sesame Street among both Spanish and English speaking low income households in East Harlem. This separate study was conducted as an addendum to the original Bedford-Stuyvesant study, for the express purpose of ascertaining the penetration and receptivity of Sesame Street among Puerto Rican and other Spanish speaking households. Since the total sample was only 100 cases, the figures other than penetration are intended for the internal guidance of Children's Television Workshop.

In order to qualify for the interview, a respondent had to have or care for children between the ages of 2 and 5, who were neither in day care centers nor nursery schools, and to have at least one television in working order.

Interviews were conducted during the daytime in order to ascertain that the mothers or babysitters were at home during these hours and could speak from first-hand knowledge.

A total of 10 sampling points were chosen at random in the East Harlem area, and a maximum of 10 interviews were to be completed in each.

All of the interviewers were Spanish-speaking, and 25 percent of the interviews were conducted in Spanish. These interviewers were trained, supervised, and validated by a staff member of the Yankelovich organization.

In order to obtain a total of 100 completed interviews, 597 households were contacted. The breakdown of contacts is as follows:

Total Contacts	597
Completed Interviews	100
Eligible respondents, refused to be interviewed	29
Ineligible respondents	468
No child 2 - 5	334
No television in working order	25
Refused before eligibility could be ascertained	109

THE RESULTS

Penetration

Mothers and babysitters of the children 2 to 5 years old who are at home during the day indicated that 78 percent of these children watch Sesame Street. The same penetration figures were found in both English and Spanish-only speaking households.

To determine this, as in Bedford-Stuyvesant, the parents were first asked if the children ever watch a program called Sesame Street. Next, they were shown a picture of some of the characters on Sesame Street and asked if they recalled the children watching the program on which these characters appeared.

VIEWING OF SESAME STREET

	Unaided	Aided
	%	%
Yes	77	78
No	21	18
Not Sure	2	4

Frequency of Viewing

Among Sesame Street viewers, 95 percent had watched the program either on the same day as the interview or on the preceding day.

WHEN SESAME STREET LAST WATCHED

Base: Children 2 - 5 who watch Sesame Street - 78%

	Total
	%
Today	72
Yesterday	23
3 - 6 days ago	-
1 - 2 weeks ago	1
More than 2 weeks ago	-
Not sure	4

Ninety-one percent of the children qualified as "regular" viewers by watching Sesame Street three or more times a week.

HOW OFTEN IS SESAME STREET WATCHED

Base: Children 2 - 5 who watch Sesame Street - 78%

	Total
	%
More than once a day	28
Once a day	42
4 - 5 times a week	13
2 - 3 times a week	8
Irregularly	-
Not sure	9

Channel Viewing

As in Bedford-Stuyvesant, the mothers and sitters were remarkably able to pinpoint the channel on which the child watched Sesame Street -- even though the child himself turned on the program in 49 percent of these households.

CHANNELS ON WHICH CHILDREN WATCH SESAME STREET*

Base: Children 2 - 5 who watch Sesame Street - 78%

	Total %
WPIX (11)	73
WNDT (13)	54
UHF (31)	1
Not sure	4

*Adds to more than 100% as some children watched on more than one channel.

How Word About Sesame Street Gets Around

The use of T.V. spots as the most effective means for spreading the word about Sesame Street is again reinforced.

HOW SESAME STREET WAS FIRST HEARD ABOUT

Base: Children 2 - 5 who Watch Sesame Street - 78%

	Total %
Advertised on T.V.	24
Child heard about it	17
Recommended by friend	13
Recommended by teacher	12
Older child told us about it	10
Saw literature advertised	4
Read about it	3
Not sure	14

Forty-three percent of the households covered in the study indicated that there were older children aged 6 - 12 in the family, and of these, 90 percent watch Sesame Street -- 65 percent on a regular (at least once a week) basis.

Response to the Program

The mothers, as in Bedford-Stuyvesant and Washington, D. C., again stressed the educational aspects of Sesame Street when asked what they particularly liked about the program.

WHAT THE MOTHERS LIKE ABOUT SESAME STREET AS A PROGRAM FOR CHILDREN

	Total %
Educational Aspects	45
Counting, musical counting	35
Learn many things/educational	
Their way of teaching/fun while learning/ easy for child to understand/holds interest	31
Learning ABC's/recognize letters	29
Spelling/words	7
Learn shapes, rectangles, squares	5
Prepares them for pre-kindergarten/head start/school/gives them homework	4
Improves their English	4
Teaches them to read	1
Provides Good Entertainment/Enjoyment	11
Songs, singing	9
Stories	5
Animals	2
Games	1
Puppets	
Keeps the Children Busy	6
Shows Black and White Living Together	2
All Other	7

Some of the comparisons between Bedford-Stuyvesant and East Harlem indicate that the learning and educational aspects are even more important in East Harlem than in Bedford-Stuyvesant:

COMPARISON OF EDUCATIONAL ASPECTS MENTIONED BY MOTHERS

	East Harlem	Bedford-Stuyvesant	Net Difference
	%	%	
Educational Aspects			
Like the way the program makes learning fun/encourages children to learn, learn many useful things	66	39	+ 27
Teaches them to count/musical counting	45	21	+ 24
Learning ABC's/recognize letters	29	18	+ 11
Teaches them to read, spell	8	3	+ 5
Teaches them shapes	5	3	+ 2
Prepares them for kindergarten, pre-kindergarten, head start/ gives them homework	4	7	- 3
Improves their English	4	2	+ 2

The mothers, many of whom have at least some language problem, indicate that a program such as Sesame Street is playing a vital role in helping their children to adapt to the culture and language of the country in which they are now living.

DANIEL YANKELOVICH, INC.

MARCH, 1970

MEMORANDUM

TO: Children's Television Workshop

FROM: Daniel Yankelovich, Inc.

SUBJECT: Survey Results in Washington, D. C.

This is to report the results of the special study conducted, for the internal use and guidance of Children's Television Workshop, in the low income areas of the nation's capital, and is not intended for publication use.

The purpose of the study was threefold:

1. To determine the extent to which UHF is available on television sets in the ghetto areas, and to ascertain to what degree Sesame Street's penetration is limited by this factor.

2. To measure Sesame Street's actual penetration in low income ghetto households, in which the respondent qualified by having or caring for children between the ages of 2 to 5, who are neither in day care nor nursery centers.

3. To obtain a reading on reactions to the program.

The Methodology

A random selection of 30 sampling points among the lower income areas of Washington, D. C. was made. Each interviewer was given a starting point and a route to follow.

To qualify for the interview, a respondent had to have or care for children between the ages of 2 to 5, who were neither in day care nor nursery schools, and to own at least one television set in operating order.

Interviewing was done during the daytime to guarantee that the mothers or baby sitters were at home during these hours and could speak from first-hand knowledge.

A total of 297 interviews were completed.

In order to obtain the 297 interviews, a total of 737 households were contacted. The results broke down as follows:

Total Contacts	737
Completed interviews	297
Eligible respondents, refused to be interviewed	13
Ineligible respondents	427
No child 2 - 5	395
No television in working order	12
Refused before eligibility could be ascertained	20

Black interviewers were used on the study. All of the interviewers were personally trained, supervised and validated by a staff member of the Yankelovich organization.

THE RESULTS

1. The Availability of UHF

A total of 80 percent of the households covered in this study have UHF. This penetration figure was obtained by first showing the respondent the list of UHF channels in Washington and asking if they were able to get these channels on their sets. To insure the reliability of the figure, however, the interviewer was asked to see the actual set in order to verify the availability of UHF. Interestingly, there was almost no confusion on this point.

2. Penetration of Channel 26 (WETA)

In order to measure the penetration of Channel 26, each of the respondents was asked directly whether they ever watched Channel 26. In addition, all respondents with UHF were asked whether they ever watched Soul or Black Journal -- two of the more popular WETA programs.

The results:

PENETRATION OF UHF AND WETA (CHANNEL 26)

	%
Total Audience	100
Have UHF	80
Watch Channel 26	63
Watch Soul	46
Watch Black Journal	20

Figures on actual viewing of Channel 26, at the end of the first day's interviewing, appeared to be higher than usual for UHF programs and channels. As a result, to further document this viewing, we then began to ask the respondents to physically tune in Channel 26 while we were watching. The figures held.

In actual fact, then, Sesame Street in Washington, D. C. automatically missed out on one out of five qualifying households in the ghetto areas who do not have UHF.

While the program's chances of being tuned in on WETA are undoubtedly helped by the familiarity of many families with other programs such as Soul, Sesame Street has also brought additional viewers into the WETA orbit.

3. Penetration of Sesame Street

The table which follows shows Sesame Street's penetration -- both in terms of its full potential audience and in households with UHF.

SESAME STREET PENETRATION

	Population in Sample	Sesame Street Penetration	Sesame Street Household Missed
	%	%	%
Total Households	100	32	68
Total UHF Households	80	40	40
Total WETA Households	63	53	10

4. Viewing of Sesame Street Compared to Soul and Black Journal

Of the three programs tested, Sesame Street attracts the largest share of WETA (Channel 26) viewers:

VIEWING OF PROGRAMS ON WETA

Base: WETA Viewers -- 63%

	Watch
	%
Sesame Street (Child 2 - 5)	82
Soul	73
Black Journal	32

5. Frequency of Viewing

Among Sesame Street viewers, 73 percent, or almost three out of four of the children had watched the program the same or the preceding day as the interview. According to the mothers, 66 percent of the children qualified as "regular" viewers -- either by watching daily or at least four times a week.

6. Reactions to the Program

As in Bedford Stuyvesant, the Washington mothers recognized and welcomed the educational aspects of Sesame Street -- and the fact that learning can be fun. Ten percent of the mothers mentioned specifically that they regarded Sesame Street as pre-school training and as helping the children to get along better when they started kindergarten or school.

WHAT THE MOTHERS LIKE ABOUT SESAME STREET AS A PROGRAM FOR CHILDREN

	Total %
Educational Aspects	**90**
Like the way the program makes learning fun, encourages the children to learn, helps them to learn many useful things	49
Teaches them to count, like musical approach to counting	14
Helps them to learn, teaches them the alphabet, ABC's	10
Prepares them for pre-kindergarten, kindergarten, like having a kindergarten in your own home	10
Teaches children how to draw	4
Teaches them to read, spell	2
Teaches them shapes	1
Provides Good Entertainment/Enjoyment	**19**
Right kind of entertainment for children	8
Songs	5
Puppets	2
Animals	2
Games	2
Helps the Mother	**2**
Keeps children busy, occupied	2
Helps mother teach children tasks	*
Shows Blacks and Whites Living Together	**1**
All Other	**8**

The children liked almost everything about the program, but with special emphasis on the songs, learning the alphabet, and learning to count.

7. Extending the Audience

While the limitation imposed by the absence of UHF in 20 percent of the homes can only be overcome by making the program available on other channels, there are indications that stepped up promotion and utilization programs can increase the present penetration among households with UHF sets, especially the non-WETA viewers in this group.

For example, two out of three of the non-viewing Sesame Street households in which UHF is available indicated that they had never heard of the program.

Several steps appear to be indicated to increase familiarity with Sesame Street and increase its audience.

1. Making Sesame Street available to more than one UHF channel.
2. Promoting the program on channels other than WETA.
3. Increasing utilization programs more intensively to spread the word.

The use of T.V. spots, promotion and utilization programs is suggested by the responses of the mothers who are familiar with Sesame Street or who have children who are actual viewers, to the question of where they first heard about the program.

WHERE FIRST HEARD ABOUT SESAME STREET

Base: Familiar with program/Child watches Sesame Street -- 54%

Advertised on television	24
Friend mentioned it	12
Saw literature	9
Read about it	7
Child heard about it	6
Recommended by teacher	6
Older child told us about it	4
Recommended by church	2
Other	4
Not sure/probably just tuned in	26

CONCLUSIONS

The success of Sesame Street in reaching its target audience in the Washington, D. C. ghettos, and achieving its goals under current operating circumstances, speaks for itself.

The major differences in the achievements of the program in Bedford Stuyvesant and Washington are the result of:

-- Availability limited to UHF

-- Availability limited to one channel

-- Less frequent daily exposure.

There are also indications, however, that even without this kind of implementation, Sesame Street can build its audience by more intensive publicity, television advertising, and utilization programs.